

**Curriculum Overview – PSHE (Personal, Social, Health, Economic Education)  
Including RSE (Relationship and Sex Education)**

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Unit 1</b>	<p>Change and Relationships</p> <p>Students learn about the changes that happen at secondary due to changing pressures, relationships, and puberty</p> <p>Students have a base knowledge of the following key skills:</p> <p>emotional intelligence; understanding their own mental health; developing a positive self-image and self-worth; how to develop healthy relationships</p>	<p>Making decisions</p> <p>Students learn about the influences that affect their life choices, how this links to risk specifically with their relationships</p> <p>Students build on their understanding of the following key skills:</p> <p>emotional intelligence; developing a positive self-image and self-worth; how to develop healthy relationships; how to keep themselves safe</p>	<p>Mental and Physical Wellbeing</p> <p>Students revisit and reassess key concepts of mental and physical wellbeing a greater focus on specific strategies to build positive wellbeing and managing the influences on those choices</p> <p>Students build on their knowledge of managing emotional wellbeing in their current contexts and relationships and reassess the most useful strategies to support themselves</p>	<p>Identity</p> <p>Students revisit the concepts of stereotype and discrimination in relation to race, sexuality, gender, and human rights</p> <p>Students build on the specific emotional intelligence concepts of tolerance and respect and a knowledge of the impact discrimination causes in society</p>	<p>Finances</p> <p>Students focus time relevant money matters, buying a car, budgets, pay day loans, debit/credit cards and the risk or rewards of their financial choices</p> <p>Students apply knowledge of risk management strategies to consider the best personal options in their own lives</p>
<b>Unit 2</b>	<p>My Physical Health</p> <p>Students learn more complex detail around puberty, FGM, sexuality/orientation, how to stay healthy</p> <p>Students have a base knowledge of the following key skills:</p> <p>responsibility for their own personal hygiene; understanding the importance of physical activity; understanding the importance of healthy eating, lifestyles and how this build positive wellbeing</p>	<p>Healthy Relationships</p> <p>Students learn the factors that build healthy relationships and the warning signs of unhealthy relationships a greater focus on romantic relationships rather than friendships and how puberty affects their knowledge and understanding of emotional health in this context. Specific strategies to manage these emotions</p> <p>Students build on their understanding of following key skills:</p> <p>Emotional intelligence/ wellbeing in relationships; developing positive self-worth;</p>	<p>Healthy Relationships</p> <p>Students learn about effectively managing healthy relationships, (teen) pregnancy and fertility, positive experiences potential outcomes of unhealthy relationship with focus on CSE</p> <p>Students build on their understanding of relationships and how to assess the potential risks an increased ability to protect themselves against harmful behaviour and take responsibility for their choices and outcomes</p>	<p>Wellbeing</p> <p>Students build on knowledge of mental health to focus on specific strategies such as conflict management, reframing negative thoughts and men's mental health</p> <p>Students build on their ability to understand mental health and different strategies to manage their own lives and situations</p>	<p>Risk</p> <p>Revisiting the concepts of drugs, alcohol, gambling in the context of addiction and wider life impacts on relationships, future opportunities, mental and physical wellbeing in the long term</p> <p>Students build on prior knowledge and understanding being able to assess pros and cons of decisions with informed knowledge of potential outcomes</p>

		how to develop healthy relationships; how to keep themselves safe in relationships			
Unit 3	<p>Identifying and Managing Risk</p> <p>Student learning about the concept of risk and an introduction to specific risk young people face such as drugs and alcohol</p> <p>Students have a base knowledge of the following key skills:</p> <p>how to keep themselves safe and how these builds positive and healthy lifestyles</p>	<p>Mental Wellbeing</p> <p>Students learn the key factors that contribute to healthy and unhealthy mental wellbeing and strategies on how they can manage these effectively</p> <p>Students build on their understanding of the following key skills:</p> <p>emotional intelligence; understanding their own mental health; developing a positive self-image and self-worth; how to develop healthy relationships; how to keep themselves safe; understanding the importance of physical healthy on mental wellbeing</p>	<p>Health and Risk</p> <p>Students continue to learn about risky behaviour such as alcohol, and drugs and the impact this can have on making healthy decisions and impact other areas such as relationships, mental health, and wellbeing</p> <p>Students build on the key skills of risk assessment and keeping themselves safe in relation to the issues of drugs and alcohol</p>	<p>Relationships</p> <p>Students revisit critical topics in RSE such as consent, contraception, and risk, delving deeper into specific relationship issues such as coercive control and sexual harassment</p> <p>Development of specific relationship knowledge enables students to think and assess their relationships carefully to make more informed and healthy decisions</p>	<p>Health</p> <p>Students learn about personal health, how to use the NHS, vaccinations, donations, cancer, and cosmetic changes</p> <p>Students can know how and where to access treatment and appointments if needed and weigh up options in their own lives considering the potential consequences of their choices</p>
Unit 4		<p>Health and Risk</p> <p>Students learn more detailed knowledge of risky choices such as alcohol and drug with a focus on cannabis, how the criminal justice system responds to crimes and how these choices are affected by mental health and peer pressure</p> <p>Students build on their understanding of the following key skills:</p> <p>understanding their own mental health; developing a positive self-image the impact of un/healthy relationships;</p>	<p>Me and the World</p> <p>Students continue to learn about the wider world, knowledge of external influences that impact choice making, money, advertising, social media, and extremist views</p> <p>Students continue to develop their knowledge and skills to implement strategies to keep themselves safe across many areas of adult life</p>		

		responsibility for their own choices how to keep themselves safe			
Unit 5		<p>Attitudes in Society</p> <p>Students learn about key concepts British values, diversity, discrimination, racism, media and how the online world works with sharing information</p> <p>Students have a base knowledge of the following skills:</p> <p>Impact of the media on their emotional and mental wellbeing, developing positive self-image; developing healthy relationships online; how to keep themselves safe online</p>			
Unit 6		<p>Me and my Money</p> <p>Students learn a base knowledge of personal finances and the risk or reward of the choices they make</p> <p>Students have a base knowledge of the following skills:</p> <p>Impact of finances on their own mental health; how to keep themselves safe risk manage in relation to financial choices</p>			